

Medium Term Planning

Fireworks				Birth -Three	
Personal, Social and Emotional Development		Communication and Language		Physical Development	
<p>Develop friendships with other children.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p>		<p>Understand simple instructions like “give to nanny” or “stop”.</p> <p>Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.</p> <p>Listen to other people’s talk with interest, but can easily be distracted by other things.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p>		<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	
<p><b>Activities</b></p> <p>Sing firework songs</p>		<p><b>Activities</b></p> <p>Talk about what happens on Firework night</p> <p>Describe the colours you see.</p>		<p><b>Activities</b></p> <p>Develop correct grip of pencils/paintbrushes</p> <p>Write dance circles &amp; lines with ribbons &amp; chunky pens to create firework pictures</p> <p>Cut out firework images</p>	
Topic Links					
Literacy		Mathematics		Understanding the World	Expressive Arts and Design
<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</p>		<p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>Show ‘finger numbers’ up to 5.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</p>		<p>Repeat actions that have an effect.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family’s history.</p>	<p>Join different materials and explore different textures.</p> <p>Explore colour and colour-mixing.</p> <p>Listen with increased attention to sounds.</p>
<p><b>Activities:</b></p> <p>Draw firework pictures using circles, swirls &amp; dots</p> <p>Flick paint to make firework pictures</p>		<p><b>Activities:</b></p> <p>Count number of fireworks</p> <p>Match numeral to number of fireworks</p> <p>Talk about the shape of the fireworks</p>		<p><b>Activities:</b></p> <p>Describe fireworks they’ve seen.</p>	<p><b>Activities:</b></p> <p>Flick paint colours to create firework pictures</p> <p>Chalk firework pictures on the chalkboards &amp; black paper.</p> <p>Make sparklers</p> <p>Create art frames using objects and resources.</p>